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ABSTRACT

It is accepted that a secondary school graduate should be able to communicate, i.e. to be competent in the language skills of speaking, listening, reading, and writing. However, most state departments of elementary and secondary education fail to identify the skill of listening. Although federal recognition of listening as a language skill came in the 1978 "Elementary and Secondary Education Act" (along with speaking) as a measure of literacy and basic competency for graduates, little attention has been given to "listening." A 1990 survey indicated that 35 states had developed curriculum for teaching listening skills; however, only 12 states had developed listening assessment procedures. The National Communication Association (NCA) has been developing listening competencies and standards along with those for speaking. NCA presents its standards for a competent listener through "knowledge," "behaviors," and "attitudes." The International Listening Association (ILA) outlines five standards and lists listening experiences and activities which complement each standard. The secondary school graduate should: (1) understand the listening process; (2) have developed the skill of discriminative listening in regard to phonemic, semantic, and linguistic elements; (3) have developed the skill of comprehensive listening; (4) have developed the skill of critical listening; and (5) have developed the skill of relationship listening. (NKA)

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Standards and Activities for Listening Competencies at the Secondary Level

By Bob Bohlken, Ph.D.

Proposed ILA Standards & Activities

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CS 510 250

International Listening Association Recommended Basic Competencies for Secondary School Graduates

It is accepted that a secondary school graduate should be able to communicate, i.e. to be competent in the language skills of speaking, listening, writing, and listening. However, most state departments of elementary and secondary education fail to identify the skill of listening.

Although federal recognition of listening as a language skill came in the 1978 "Elementary and Secondary Education Act" (along with speaking) as a measure of literacy and basic competency for graduates, little attention has been given to "listening." A 1990 survey indicated 35 states had developed curriculum for teaching listening skills. However, only 12 states had developed listening assessment procedures. 2

The National Communication Association has been developing listening competencies and standards along with those for speaking. NCA presents its standards for a competent listener through "knowledge," "behaviors," and "attitudes. Here is an example of the NCA format.

Standard 14

Competent listeners demonstrate the ability to use appropriate and effective listening skills for a given situation and setting.

Competent listeners...

Knowledge

14-1 Recognizes the sequences of components involved in the listening process.
14-2 Recognize various types and purposes of listening.
14-3 Recognize skills unique to each listening type and purpose.
14-4 Recognize the listener's role and responsibility in a communication situation.
14-5 Select appropriate and effective listening responses across a variety of communication situations.
14-6 Recognize responses to messages as evidence engaging or having engaged in the listening process.
14-7 Recognize silence as a form of communication
14-8 Distinguish among various reasons for a speaker's silence.
14-9 Recognize that listening for appreciation is highly personal.
14-10 Evaluate their own listening behavior.
14-11 Adapt purposes for listening with the speaker's purpose for speaking.
14-12 Apply skills appropriate to each type and purpose for listening.
14-13 Use and respond to turn-taking signals during a communication interaction.
14-14 Demonstrate attentiveness through verbal and nonverbal behaviors
14-15 Seek understanding of a message by engaging in questioning, perception checking, summarizing, and paraphrasing.
14-16 Practice empathic listening skills
14-17 Monitor their own listening behaviors
14-18 Accept responsibility to improve comprehensive, critical, empathic, and appreciative listening skills.
14-19 Show willingness to accept listening roles and responsibilities in various communication situations.
14-20 Recognize a speaker's right to choose to be silent
14-21 Respect the right others to have opposing viewpoints.

Standard 20

The effective listener can demonstrate the ability to identify and use different skills appropriate for diverse types and purposes of listening.

Competencies

The competent communicator...

Knowledge

20-4 Identifies the central idea, main point, supporting materials, and transitions of a message.
20-5 Distinguishes among facts, opinions, inferences, and assumptions.
20-6 Explains criteria for analyzing and testing ethical, logical, and emotional appeals.
20-7 Recognizes a speaker's need to talk through a problem.
20-8 Recognizes the listener's responsibility to understand the thoughts and feelings the speaker intends
20-14 Records notes to assist in the retention of the speaker's message.
20-15 Answers questions directly related to the information presented.
20-17 Infers speaker's assumptions
20-18 Applies criteria for analyzing and testing ethical, logical, and emotional appeals.

20-19 Analyzes assumptions, evidence, and conclusion of an argument.
20-20 Evaluates the bias and prejudice
20-21 Evaluates the credibility of the speaker
20-28 Encourages a speaker to talk through a problem and reach own solution
20-29 Shows a willingness to experience a variety of appreciative listening opportunities.

Considering the NCA's standards which are somewhat general and abstract, and difficult to assess, ILA proposes the following standards and examples of activities to train and assess competencies. These are suggestions to be used by teachers and state departments.

The International Listening Association defines listening "...as the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages." With this definition in mind, we borrow the listening taxonomy, in part from Wolvin and Coakley, which has "discriminating listening" as basis for "comprehensive listening" leading to critical listening or relationship listening. For the purpose communication or language skills we will not consider appreciative listening as presented by Wolvin and Coakley. The five language skill competencies, recommended by ILA are Standard #1 Understanding the listening to language process, Standard #2 Discriminative verbal listening, Standard #3 Comprehensive verbal listening, Standard #4 Critical verbal listening and Relationship listening, Standard #5.

Standard #1: The secondary school graduate understands the listening process.

Performance indicators:
Graduates will....

1.1. Explain listening as a verbal process involving receiving, constructing meaning from and responding to the spoken verbal and accompanying nonverbal messages.

1.2. Explain the types of listening: comprehensive, critical, relationship and discriminative.

1.3. Explain the listening elements of attention, selective perception and message abstraction.

1.4. Explain hearing, attending, and association

Listening Assessment Experiences for Standard #1

Basic Knowledge and Discrimination
Of Sequence Order

Objective: Listener will respond correctly to a series of four questions about orally presented material.

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Procedure: Facilitator will read statements and ask the following questions.

1. The listening process involves receiving a spoken message through the senses of hearing and sight. The meaning of the message is abstracted and reconstructed in the listener's mind. After which the listener responds verbally and/or non-verbally based on his/her interpretation of the message.

   (1) The listening process begins with _____?
   (2) The listener responds _____ and _____
   (3) The listener's reconstruction of the message comes after _____
   (4) The two major senses involved in listening are _____, _____

2. The sound waves enter the ear through the auditory canal, and then these sound waves cause the car drum to vibrate. The vibration causes the thee tiny bones in the middle to change the waves to mechanical action that affects the membrane of oval window. The oval window creates a flow of fluid in the inner car cochlea and the flow of fluid excites certain nerve cells, which send the message to the brain.

   (1) Second phase of hearing is when the sound waves strike the _____?
   (2) What stage of the process does the vibration of eardrum change to mechanic moves?
   (3) The first step in hearing is sound waves passing through the _____?
   (4) The final step in hearing is?

3. The listening process involves selecting, attending, interpreting, associating and responding/remembering. The selection of message is based on your purpose for listening. After selecting, attending, interpreting and associating the listener responds/remembers

   (1) The third step in listening is?
   (2) The first step in listening?
   (3) The second step in listening before which the listener has selected a purpose and stimuli is _____?
   (4) The final step is a combination of _____ and _____.

4. Listening is most effective if the speaker first makes eye contact with the listener, then the speaker addresses listener by name, and relates message to listener. It is best if the speaker uses positive words and most important uses vocal variety in his/her delivery of the message.

   (1) What is one thing a speaker should do in regard to the message?
   (2) The speaker should address the listener by
   (3) What was the last and most important item in the sequence?
   (4) What was the first thing a speak
   (5) er should do?

5. Of the four types of listening critical, comprehensive, relationship, and discriminative, discriminative is basic and an essential part of the other types of listening. The listener needs to distinguish both verbal and non-verbal meanings before he/she listens to comprehend, be critical and or relate. Thc listener also has to comprehend the message before he/she can listen effectively to relate to or be critical of the message.

   (1) What is the basic type of listening?
   (2) The listener must _____ before he/she can listen to _____ and to be _____ of a message.
   (3) What are the four types of listening?
   _____ _____ _____ _____
   (4) The listener's process of understanding or comprehending a message is necessary for _____ listening.

Standard #2: The secondary school graduate has developed the skill of discriminative listening in regard to phonemic, semantic and linguistic elements

Performance indicators:
Graduates will....

2.1. Discriminate plural and possessive "s" and distinguish the similar sounds of "ch" and "sh," "b" and "P," "k" and "g," "v" and "f," and "th" and "f."
2.2. Discriminate and immediate recall numbers, words and phrases in association
2.3. Demonstration and connotations of words within a message.
2.4. Distinguish speaker's statements presented in the indicative or subjective moods (i.e. "is" vs. "may be" or "could be").
2.5. Establish a purpose for listening to a given message.
2.6. Recognize or anticipate the speaker's purpose for the message.
2.7. Demonstrate interpretation of paralanguage (audible nonverbal cues of voice inflection, speech, rate, rhythm, and intensity) in association with speaker's words and syntax.
2.8 Respond appropriately to questions about a series of five words in regard to semantic meaning. (immediate recall)
2.9 Respond appropriately to questions about mathematical processing of a series of five numbers. (immediate recall)

Listening Standard #2 Activity

Discriminative Listening

Objective: to demonstrate the importance of immediate attention to discrimination of verbal messages.

Procedure: Instructor reads the following statements.

1. Mary's mother has four children; two boys and two girls. All are named after Saints. The boy's names are Peter and John. One of the girls is named Elizabeth. What is the name of the other girl? (Listeners get so involved in the clues they forget the initial statement.)

2. Ugh, listening, listening the wonderful skills of listening. The basis of all the language skills. Repeat all of the message. (Most people will not repeat "ugh" because they don't think it is part of the message or are not attending.)

3. You are the navigator in a space skip that shuttles between the earth and the moon. The ship is four times larger than the Challenger was. (You probably remember the tragic explosion of the Challenger.) The ship is loaded with cargo and fifteen passengers and has just passed Pluto on the right of the ship. The pilot of the ship is a veteran spaceman and is 42 years old. The copilot is five years younger than the pilot and both are older than the navigator. The ship has strayed off course slightly and seems to be experiencing some problems as you listen to meteorites hit the hull. How old is the navigator?

4. Here is a question of International law. If an international airliner crashed exactly on the U.S. and Mexico border, where would be the certificates of death if the survivors be issued as valid.

5. There's a dead frog sitting on a lillypad. The lillypad is 5 feet from the ponds west bank, 3 feet from the north bank, 8 feet from the east bank and 10 feet from the south bank. Which way would the frog jump to reach the closest bank?

Listening Standard #2 Activity

Immediate recall and listening discrimination

Objective: to develop skill in immediately recalling and discrimination of important words in a statement.

1. Listening is the primary skill of the language usage skills. (Listening is one of the Skills in _____?)

2. The counterpart of listening is the skill of reading. (What skill is the counterpart of listening?)

3. Most people who are untrained in listening will comprehend twenty five percent of what is said. (What percent of the information we hear is comprehended?)

4. Listening involves the senses of sight and hearing with hearing as the primary sense involved. (What senses are involved in listening and which is primary?)

5. Listening includes hearing and the cognitive processing of what has been heard. (What processing is part of listening?)

6. We spend approximately 85 percent of our 14-hour communicative day listening. (How much of our communicative day do we spend listening?)

7. The 3,000 cycle range of frequency is most sensitive to the normal human hearing. (What frequency is most sensitive to normal human hearing?)

8. The speech range of sound frequencies at 10 decibels intensity is generally considered to be 500 to 4,000 cycles. (What are the frequencies of speech?)

9. Normal hearing includes hearing the speech frequencies of 4,000 cycles at the intensity of 0 to 5 decibels. (What is the intensity range for normal hearing?)

10. One's hearing ability is tested by an audiologist. (What is tested by an audiologist?)

Listening Experience for Standard #2

Objective: Participant will discriminate word meaning from verbal context

Procedure: Facilitator reads statements and requests

1. Listening is a learned and intended behavior which is not spontaneous in nature. What does spontaneous mean?

2. The gentleman with a hearing loss appeared inhibited from joining in the conversation. What does inhibited mean?

3. Because his hearing aid was not held fast to his ear, he missed much of what was said. What does fast mean?

4. The audiologist used both pure tone and voice tests to determine his hearing capabilities. What does audiologist mean?

5. Observing the client's inconsistent and inaccurate response, the audiologist labeled the client a malingerer. What does malingerer mean?

6. To learn more about speech and hearing one should matriculate in the school of communication. What does matriculate mean?

7. When one focuses on a particular object, person, or artifact among a perceivable background, those objects are said to be in figure. What does figure/ground perception mean?

8. When one stereotypes, one associates an item within a group mental concept of like things. What does stereotype mean?

9. Because she has the mind of an intellectual and is a cultured person, she is said to be sophisticated. What does sophisticated mean?

It's a display of sour grapes. He despises her for having and doing things he can't. Sour grapes mean?

Listening Assessment Experiences for Standard #3

Objective: Student will listen and perform a sequence of instructions and recall verbal information.

Procedure: Instructor reads instructions as student performs commands. Instructor asks questions about the sequence following the experience.

1. Raise your right arm above your head, clinch a fist with your left hand, placed clinched Left hand fist on right elbow, raise left foot about 3 inches off the floor and smile.

    1. The second direction was?
    2. What should you do after you raiser your foot?
    3. How high should you have raised your foot?
    4. What was your first instruction?
    5. What was you last instruction?

2. Sit down, stand up, look to your left, put your right hand on the top of your desk while you say "oops", put your left hand's index finger in your left ear and frown and sit down.

    1. What were you to have said?
    2. Which direction were to have looked?
    3. Which finger were you to have put into your ear?
    4. What was the fist and last thing you were to do?
    5. What were you to have done with the desk?

3. Stand up, raise your right foot three inches off the ground, look to a person wearing red and smile and wave at him/her with your left hand, now clap your hand, and say "wow" and sit down.

    1. You were to have looked at a person wearing what color?
    2. You were to raise what foot how far off the ground?
    3. Where in the sequence were you to have smiled?
    4. What were you to have said?
    5. What were you to have done while you were talking?

Listening Assessment Experience for Standard #2

Discriminative Listening Experiences

Objective: Distinguishing speech sounds, vernacular and verbal context.

Procedure: Reads series and asked questions

1. Cherry, shalom, sherry, church
   a. what word represents a type of wine
   b. what two words contain "ch" sound
   c. what two words contain "sh" sound
   d. what is the last word
   e. what word represents a Jewish greeting

2. Write the statements after I say them and interpret informal written English
   a. It must've fallen
   b. He's stayin at my place
   c. You're seein the light
   d. Your bike's broke
   e. It's goin hurt a little
   f. Whose dog is it
   g. I'll fetch da car
   h. Who's dat ober dare
   i. Where da ya cum from
   j. Don't know sic um from cum er

Listening Assessment Experience for Standard #2

Objective: Participant will develop sequential listening skills and immediate recall.

Procedure: Instructor reads the following statement and asks the accompanying questions.

1. Attending difficulties in the listening process include (1) environmental distraction (2) inability to respond (3) mental preoccupation (4) hearing difficulties (5) indifference.
   (Q) What are the attending difficulties in the listening process?

2. The hearing process involves sound waves entering the auditory canal passing through the tympanic membrane, transformed to mechanical movements in the middle ear, changed to fluid current in the inner ear and sensed by nerve endings and transmitted as nerve impulses.
   (Q) Describe the hearing process.

3. The listening process involves attending, sensing, evaluating, interpreting and responding.
   (Q) What must one initially do in the listening process?

4. The solution to the problem of ineffective listing may lie in the listener, the speaker, the message, the environment or the time.
   (Q) Name the variables or elements of listening.

5. Preparing to listen includes establishing a purpose, having prior knowledge about the subject, being able to relate to the message, and being physically and mentally ready.
   (Q) How do you prepare to listen?

Listening Assessment Experience Standard #2

Listening Discrimination of Plurals, Possessives, and Degrees

Objective: Listening to statements, students will discriminate plurals, degrees and Possessives transcribed in writing (morphemes).

Procedure: Instructor will read statements and ask questions.

1. "Run" is an active verb; "walk" is an active verb. "Run" and "walk" are both active _____?

2. John's voice is loud. Julie's voice is louder. Joe's voice is loudest.
   Whose voice is loudest? _____
   Julie's voice is _____ than John's voice.

3. Ted is listening to the speech now. Mary listened to the speech yesterday. Emily will listen to the speech tomorrow.
   1. In a sentence, write when did Mary listen to the speech. Mary....
   2. When did Ted listen?

4. Cow is a noun, dog is a noun; run is a verb
   Cow and dog are _____?
   Run is a _____?

5. John's speech rate is fast, Ed's speech rate is faster; Caria's speech rate is fastest.
   Whose speech rate is fast? _____
   Ed's speech rate is _____?
   Whose speech rate is fastest? _____

Listening Assessment Experiences for Standard #2

Discriminating Listening and Serial Mental Processing With different Purposes

Objective: Listener will discriminate and process mathematical concepts for immediate response.

Procedure: Reader will read a series of 5 numbers, pause, and ask listener three questions about to series responded to on paper.

(1) In the series of numbers 2 4 7 6 8
   1. What is the fourth number?
   2. What is the only odd number?
   3. What is the sum of the first two numbers?
   4. What is the sum of the last three numbers?
   5. What is the third number in the series?

(2) In the series of numbers 1 7 3 2 7
   1. Which number is repeated?
   2. What is the only even number presented?
   3. Is the sum of the first three numbers greater than the sum of the last two?

4. What is the sum of all the numbers?
5. What is the sum of the first two numbers minus the last number?

(3) In the series of numbers 8 6 10 4 2
1. Which number is out of sequence?
2. What is the second to the last number given?
3. What is the sum of the first and last numbers?
4. What is the 4th number?
5. What is the sum of the first two numbers minus the sum of the last two numbers?

(4) In the series of numbers 6 8 4 3 2
1. What is the third number of the series?
2. What is the largest number?
3. What is the smallest number?
4. What is the sum of all the numbers?
5. What is the sum of the last two numbers minus the first two numbers?

Listening Assessment Experience for Standard #2

Word Meaning Discrimination and Serial Processing With Different Purposes

Objective: Listener will discriminate and process words' meanings with immediate responses.

Procedure: Reader will read a series of words and ask the listener three questions about the series.

(1) Coat, cap, orange gloves, boots
1. What is the third word?
2. What is the fourth word?
3. The word whose referent does not fit the concept category of the others is....
4. The word is the series representing the largest item is _____?
5. The two words in the series that are plural are?

_____ _____

(2) Mouse, cat, snake, rat, dogs
1. What is the second word?
2. How does the referent of the last word communicate?
3. What word does not fit concept category?
4. The word in the series representing the longest referent.
5. What is the fourth word?

(3) Television, radio, newspaper, telephone, computers
1. What is the fourth word
2. What words begin with Tele
3. What word is plural
4. What word's referent is different from the rest
5. What two words relate to voice only medium

(4) Listening, reading, writing, hearing, speaking
1. What is the third word
2. What word's referent is different from the rest
3. What two words represent expression
4. What is the next to last word
5. What word represents receiving the printed words

Listening Assessment for Standard #2

Discriminating nonverbal and verbal messages

Objective: Participant will recognize speaker's attitude from paralanguage used

Procedure: One participant should choose one of the often used statements listed below and without revealing whether he/she is expressing an (1) authoritative/assertive attitude, (2) a cooperative attitude, (3) a defensive attitude, or (4) indifference, the participant through the use of pitch, rate, pause, intensity will communicate his/her attitude to the communication partner. The listener will determine the speaker's attitude. Discuss reason for choice of attitudes after each experience. Do three each.

Who did this?
Where have you been?
Why?
OK?
Well done?
This is not correct
Whose fault is it?
Stop it.
What do you mean?
May I help you?
No.
Right
Any questions?
Understand?

Listening Assessment Experience Standard #3

Objective: Understanding meaning of words from verbal context

Procedure: Facilitator will read sentence and then ask the following questions.

1. The lock on the door of the shed was fast. Fast used here means?
   a. secure
   b. true
   c. quick
   d. loose

2. The young woman, like a rose, was delicate and very fair. Fair used here means?
   a. sunny
   b. beautiful
   c. honest
   d. average

3. Having traveled ninety miles by bicycle, his legs were stiff and sore. Stiff used here means?
   a. rigid
   b. stubborn
   c. forceful
   d. arduous

4. The team had won the game and the crowd cheered. Cheered used here means?
   a. give comfort
   b. congratulations
   c. give encouragement
   d. provisions

5. The accident has happened and you must pull yourself together. Here, "pull yourself together" means?
   a. to criticize
   b. to cheer on
   c. to regain poise
   d. to humble

6. She was in trouble because she threw away her rough draft of her paper. Here, draft means?
   a. selected
   b. check
   c. preliminary version
   d. airflow

7. After completing the task, he went to the shade to lean on his shovel. Here lean means?
   a. to rest with support
   b. an inclination or preference
   c. thin or spare
   d. gaunt or meager

8. They formed a panel to discuss the crisis. Here panel means?
   a. a rectangular piece of wood
   b. an official list
   c. a small group of experts
   d. pieces of the same fabric

9. Do not skirt your responsibilities. Here skirt means?
   a. to evade
   b. a garment
   c. a border
   d. the fringe

10. You need a touch of red in that color scheme. Here touch means?
   a. contact with
   b. to reach
   c. color slightly, tinge
   d. affect the emotions

Standard #3: The secondary school graduate has developed the skill of comprehensive listening.

Performance indicators:

Graduates will....

3.1 Ask three purposeful and clarifying questions about a ten-minute spoken expository message.

3.2 Abstract a three-minute informative speech by repeating a minimum of 30% of the original message.

3.3 Distinguish between the main idea and three subtopics of a ten-minute spoken message.

3.4 Solve an elementary math story problem. Read aloud with written information.

3.5 Recognize word meaning from verbal context.

3.6 Describe the story line and main idea of a five-minute orally presented narrative.

3.7 Paraphrase a ten minute expository message using the same organization sequence as the speaker.

3.8 Perform five consecutive directions given in at least a five-word sentence that contains action verbs and Prepositions.

3.9 Distinguish and recognize figurative use of language (idioms, metaphors, hyperbole, cliches, etc.)

Listening Assessment Experience for Standard #3

Objective: Student will demonstrate immediate comprehensive listening to information as well as instructions.

Procedure: Facilitator provides listeners with four inch by four inch cards: one yellow, one red, one blue. Divide and label 1 through 4 four squares. The listener now places the three cards before him/her and waits to listen to the following instructions,

1) The prepositions: "on", "above", "below", "under", serve as function words indicating relationships of the content words. If "below" is a function word, put an X in square 3 of the red card. If it is not, put X on the 3rd square of the blue card.

2) The content words include action verbs "run," "smile," "walk," and "understand" have conceptual meaning. (If the word "understand" in the sentence) Listen to this sentence "I can understand content words, but I have difficulty with function words" is a content word, put a circle in the third square of the yellow card- if "understand" is a function word, put a square in the fourth square of the blue card.

3) Articles such as "the" "a" "an" serve as signals that a content word will follow. In the sentence "A car sped away" if the article "A" is a function word, put a triangle on the left side of the square number two on the red card, if it isn't place a circle on the third square of the blue card

4) The conjunctions "and" "but" and "or" indicate relationships. In the sentence, "The goat will butt the fence." If the word "but" is a function word put a five in the second square of the yellow box. If it is a content word, put a six in square 2 of the yellow card.

5) Expletives such as "there" and "it" serve as function words appearing as subjects of sentences. In the sentence, "There are two categories of the words: content and function", if "there" is a content word put an X in the lower right hand corner of square one on the blue card. If "there" is a function word, put a bracket in square 4 on the right hand side of the yellow card.

6) Nouns both concrete and abstract (such as chair, peace, building, and democracy) are content words. In the sentence, "We all want peace of mind"; if peace is a content word put a triangle in square four of the red card- If it is a function word put a circle in square two of the yellow card.

7) The two types of verbs are action verbs and state of being verbs. Action verbs make the language dynamic and include such words as run, listen, read, and touch. In the sentence: "I listen well when someone wise speaks." What type of a verb is "listen"? If listen is an action verb, write OK in the 3rd square of the yellow card. If listening is a state of being verb, write 44 no" in the 4th square of the blue card. If listen is a noun in that sentence write cow in the 2nd square on the red paper.

Listening Assessment Experience for Standard #3

Comprehensive Listening Exercise

Objective: The student will comprehend and respond appropriately repeating material in answer to questions.

Procedure: Instructor reads passage and questions.

Of the four language skills (listening, reading, speaking, and writing) listening is the primary or first to be developed. Just as a native born child first learns to listen to his language, so must one who is learning a language as a second language. Listening is the basic to the progressive sequence and interdependence among the receptive (listening and reading) and expressive (speaking and writing) language skills. The direct influence of listening on reading has not been proven conclusively, but it appears that our reading skill is normally superimposed on our listening base and our ability to listen determines our ability to read. Whether or not reading is a special extension of the thought process established in listening is not known. But, there is a significant relationship of the two language skills, and the importance of learning to listening to a language before learning to read that language has been established.

1. What are the four language skills?
2. What is the relationship of listening to reading?
3. What are the receptive language skills?
4. Which language skill is primary?
5. People who are learning American English should learn to _____ the language first.

The relationship of listening and the first learned expressive language skill, speaking, is obvious. The deaf who are unable to listen are also unable to develop or maintain spoken language. The child learns to speak communicatively by listening to himself and others, but if the ability and incentive for listening is not present, the development of speech does not occur.

The relationship of listening to writing is less pronounced, but listening skills appear to influence writing especially in regard to vocabulary imagery and language syntax. Those who have the ability to listen use a larger number of words in their writing. They are capable of distinguishing and use subtle tones of meaning which are communicatively involving. And when they write, their sentences are more complex, qualifying and comprehendible.

It is apparent from experience and research that listening is the primary language skill upon which the other language skills of speaking, reading and writing are sequentially developed

1. What is the primary language skill?
2. Listening appears to influence writing in regard to what two things?
3. How does a person learn to speak?
4. Listening affects writing especially in regard to _____ and _____
5. The skill of listening is based on _____ and _____

What is the listening process and what are its component parts? The first essential part of listening is hearing, the physical process of changing sound waves into nerve impulses. In language listening, auditory discrimination of phonemes, individual sounds of a language, is essential and difficult to develop. The physical environment and our physiological abilities influence hearing. Since we communicate with our environment through our senses (sight, taste, touch, smell and hearing) simultaneously, we may be overwhelmed by the other senses' stimuli and not hear the words that are spoken. Or we may have an organic defect that prevents the changing of sound waves to vibration and

then to nerve impulses. The organic defect may occur with the tympanic membrane, middle ear bones, or sensory nerve damage in the inner ear.

1. An important and primary physiological component of listening is
2. What two physical factors influence our attending to words spoken?
3. In the process of hearing, sound waves are changed to _____ _____ to be processed by the brain.
4. Individual sounds of our language are called _____
5. Organic hearing problems may occur in what part of the hearing process.

Another important variable or element of the listening process is that of past experience with the language and the perception of the referents which are symbolized by the language's words. An individual has to experience through his sense or be able to relate it to another experience in order to process the word "fire" as a concept. If one has had no experience in reference to a word or cannot acquire meaning for a word from its context, the process of critical listening does not take place.

The listener's attitudes toward the message, the speaker, and himself play an important role in listening. The listener must have a positive or negative feeling toward the existing communication situation in order for critical listening to take place. One who is indifferent to his environment cannot listen attentively and critically.

Listening is a learned, involving, and active process that includes hearing, attending, interpreting, concept association, auditory memory, and response. Learn to listen and you will be able to listen to learn.

1. The listening process is described as a _____ _____ _____process.
2. The steps of the process include: _____, _____, _____, _____, and _____.
3. If I learn to listen, I will be able to listen to _____.
4. The listener develops attitudes toward, in regard to, _____, _____, and him/herself
5. The meaning of a word is acquired by the listener through _____ or _____.

Listening Assessment Experience for Standard #3

Objective: Student will demonstrate immediate comprehensive listening by paraphrasing and application.

Procedure: Instructor reads following and interrupts for responses.

A fact is a statement that represents objects or event that occurs in the real world and can be replicated or verified by others who have experienced the phenomenon. A statement of fact is in the form of "Something is...." or "Something does" without qualifications such as the use of hypothetical auxiliary verbs – "could", "should", "may", or "would", the conditional words "if" or the qualifying clause "I think." *(Paraphrase the definition of a "fact". Give an example of a factual statement.)*

In the reasoning process, the "fact" becomes the premise or first statement from which inferences are made. An inference is the association of a known with an unknown and assuming that if appropriately related what is true of the known will be true of the unknown. The process of inferring from a specific or more events to a general conclusion about all similar events is called inductive reasoning. The process of inferring from a general category of events to a specific member of the category is deductive reasoning. An example of induction is "I am human and have the ability to reason; therefore, all humans have the ability to reason." An example of deductions is "All humans have the ability to reason- therefore, I, being a human, have the ability to reason." *(Paraphrase the definition of an inference), (Provide an example of both an inductive and deductive statements)*

Listening Assessment Experience for Standard #3

Objective: Listen to paraphrase a message.

Procedure: Student listens to the following message and upon completion, paraphrases in writing the message with at least 160 words.

Much is being said about the communication revolution being created by electronic means: the Internet, electronic mail, cellular phones, etc. But, little attention is given to the most important communication situation - the home/family communication, especially listening. Listening, the most frequently used language skill (but the least studied) is most essential relationship communication in the home or family. Communication in the home is a problem! This problem is accentuated by the results of a survey of over 300 Northwest Missouri secondary school students. Seventy-two percent of those surveyed reported that they listen most often and most effectively to their parents. Sixty-two percent of the students indicated that their friends listen best to them, and only twenty-three percent believe that their parents are their best listeners. (131)

Effective listening requires a purpose or reason for listening. That purpose may be to gain information, to be motivated or inspired, to relate to be critical or to share a feeling or reciprocate caring. The main reasons that the students surveyed listened to each other are "to develop a relationship" and "to listen to those who listen to them," (to reciprocate caring). A common comment was "I listen to my friend because he/she listens to me." (206)

It takes time and effort to listen to each other. Listening is an active process involving physical/emotional and mental participation in attending and responding to a verbal message. One can attend to only one verbal message and its congruent non-verbal elements at one time. In other words one cannot listen to one message while attempting to read another different message. Each distracts from the other. Distracters of effective listening include outside noise (radio/television, appliances, other people), physical condition (hunger, tiredness, etc.), emotional state (angry, apathetic, anxiety, etc.), and mental state (preoccupied, not interested, etc.). Fifty-two percent of the students surveyed reported that their main distraction is "preoccupation" or "daydreaming;" whereas, twenty-five percent believe their major distraction is "lack of interest in the subject matter." "Boring" is an overworked descriptor used by many of us in reference to the other communicator.

Quality time for communication is essential. It takes approximately fifteen minutes of conversation to get beyond the superficial topics such as "How are you?" "Please pass the corn." or "What shirt should I wear?" Unfortunately, of those surveyed, forty-five percent reported that they spent fewer than fifteen consecutive minutes a day communicating with their parents.

The first step in improving our listening effectiveness in the home is to become aware of our own listening skills and behaviors as well as those of the ones we love. Below is an instrument to analyze family listening. I recommend each family member complete a copy of the audit and then discuss the results with the other members of the family. (460)

Listening Assessment Experience #3

Objective: Listening to comprehend a message about critical listening

Procedure: Facilitator reads the following and give out answer sheet after experience.

In critical/comprehensive listening, reasoning and language are intertwined through the process of association. As I.A. Richards contend in his book, Philosophy of Rhetoric, published in New York, 1936, on pages 30-36, not only is language metaphoric (based on relationships and associations) but thinking is metaphoric and is expressed by means of linguistic metaphors. We get our meaning for our verbal concepts through perceptions and other verbal concepts or statements. Verbal statements or propositions are the bases of reasoning - the relationships of

ideas or thought concepts. Reasoning as it is used here is the association of two or more declarative thought phrases or statements (not questions or imperative commands) from which one statement is a conclusion or an inference drawn from the other or others. In the reasoning statements, "something is...." or "something does...."

It is the responsibility of the listener to determine the type or nature of the statements and their place or order within the speaker's reasoning. According to Stephen Toulmin in An Introduction to Reasoning publish in New York in 1979, page 9, the two types of statements are "conclusions" or "claims", and "premises" "supportive" or "warrants". The listener determines if the first statement in a particular series of statements, is a conclusion which is to be supported by the following statements, or if it is a "premise which will lead to a conclusion." These statements are by nature statements of "fact," "value," or "policy".

1. Critical/comprehensive listening is intertwined with R_____ and L_____ in the thinking process.

2. Thinking and language are metaphoric meaning, they are based on relationships or associations according to _____ in what book published in Philosophy of Rhetoric.

3. The association of words in an organized pattern of a complete thought is a S_____ of reasoning, and it may be a conclusion or an I_____

4. Sentence statements by nature are statements of fact, P_____, or V_____.

5. Toulmin contends statements are either conclusions or P_____.

Listening Assessment #3

Objective: Listening to comprehend a message about critical listening

Procedure: Facilitator reads the following and asks

Factual Statements-

A factual statement is based on information that exists outside the minds of the speaker and listener. The statement's associated concepts are "grounded" on verifiable or replicated experiences. The listener accepts or rejects the factual statements on the basis of his/her verification of the statement from experience or what information the speaker provides. Most factual statements are based on events of the past, existing conditions, or public statements or maxims. Take for example the statement: "One half of all the words in the English language are not spelled the way they sound" is based on existing conditions, which can be proved or disproved.

(Write two examples of factual statements)

Statements of Value-

The statements of value (quality) and policy are based on abstract concepts created mentally, and they lack tangible basis and verification criteria. These statements are based on judgement or opinion. Statements of value indicate that something is "good or bad," desirable or undesirable. Take for example the statement: "Listening is the most important of the language skills."

Sometimes the speaker will "qualify" value statements by changing the "is" verb to something less absolute such as "seems," "appears to be," and "may be." The speaker may also "qualify" the statement by prefacing it with "I think" or "I feel" as was discussed earlier in the section on syntax. As mentioned before with these "qualifications" the listener has to be provided with more information before accepting or reflecting the statements. The listener must also consider the source and additional supporting evidence. Take for example the statement: "According to Bob Bohlken's article in the International Listening Association Journal, listening may well be the most important language skill."

(Write two examples of value statements)

Statement of Policy-

The policy statements indicate the hypothetical, conditional or future conditions or concepts. They are usually stated with the verb "should" (or the more imperative "must"). Policy statements are most often "claim" statements rather than support statements. For example, "A semester course in listening must be taught as a language skills competency course at the secondary school level," is a policy statement.

The policy statement is often "qualified" by changing the verbs "should" or "must" to "could" or "may." Naturally, the qualifying words change the responsibilities of the listener from acceptance or rejection of the statement to considering an alternative for the statement. The listener accepts or rejects all or part of these statements on the basis of (1) the speaker's credibility, (2) the supporting information presented or available, and (3) the processes of relating the claims, concepts, and/or statements. For example, "A listening course may be required for future language skills competencies at secondary schools according to Professor Bob Bohlken."

(Write two examples of policy statement)

Listening Assessment Experience for Standards #3

Objective: Listener will demonstrate ability to comprehend and recall extended messages and express knowledge of listening process.

Procedure: Facilitator will rehearse and present the following lecture and listener will respond to the attached questions.

For the past several years we have been developing and studying the dimensions of classroom lecture listening. Our major purpose has been to establish an awareness of listening responsibilities within the classroom and help the students and instructors develop competency in classroom listening through a short workshop. The workshop must substitute for a formal course in listening and go beyond the single unit on interpersonal listening taught in the required basic speech course. Our goal is that incoming freshman students at a university demonstrate (1) knowledge of "how to listen", (2) a basic skill of listening and (3) the motivation to listen (McCroskey 1984) (Sitzberg and Brinner 1991)> In brief, incoming freshmen who are to become effective classroom listeners must have knowledge on the basic skills of listening and the motivation to listen.

We decided that in order to help the students obtain the knowledge, we needed to consider Glen's (1989) analysis of definitions for listening and adapt her findings to one that could justify, develop and teach in a very short time frame. We chose to address listening as the process of (1) having purpose, (2) selecting, (3) attending, (4) interpreting and abstracting, (5) associating, and (6) responding.

Next, we surveyed the normed listening tests for the dimensions they purport to measure. The first notable standardized listening was the Brown/Carlsen.

In 1953 Professors Brown and Carlsen developed a test (revised by BBC 1996) which measured the factors of (1) immediate recall of non-semantic elements, (2) following directions, (3) recognizing transitions, (4) word meaning, (5) lecture comprehension.

In 1979, Bostrom and Waldhart developed the Kentucky Comprehensive Listening Test which had the listening dimensions of (1) short-term memory, (2) short-term with rehearsal, (3) selective listening, (4) interpretive listening, (5) lecture comprehension listening.

In 1982 Rubin developed the Communication Competency Test which had the dimensions of (1) recognizing facts (2) understanding (3) recognizing main idea (4) summarizing major points.

In 1984 (revised in 1994) Watson and barker developed an instrument to measure the dimensions interpretation of (1) emotional meaning (2) message content (3) conversation (4) short lecture recall (5) instructions and directions.

In 1993 Steinbrecker and Willington developed an instrument to measure the dimensions of (1) understanding a four-minute presentation (2) announcement details (3) directions (4) description (5) empathy (6) critical.

According to Rubin's (1982) Intensive study of listening tests, the "skills" frequently measured were (1) listening for directions (2) determining speaker's purpose (3) reasoning (4) summarizing (5) vocabulary.

From the tests described above, we attempted to find commonality among them in regard to comprehension. The listening skill descriptions that evolved for us were (1) memory (2) interpreting communicator's relationship and attitudes (3) recognizing linguistic organization and (4) determining semantic meaning. We attempt to tie these elements of listening with motivation, which is not addressed in the tests. The element of "motivation" is an illusive dimension to test because it is generally inherent in the concept "test". As Kelly (1967) pointed out, listening tests create an artificial situation because the motivation is to score well on pre-announced tests. Kelly contended that listening under natural circumstances is more than retention and strictly cognitive ability. He advocates that important elements of listening are communicators' attitudes and listener's purpose for listening. These two elements may be difficult to assess, but they certainly play an important role in training for classroom lecture listening. We have surveyed over 1,000 college and high school students to determine what variables influence effective classroom listening and attitudes and purpose for listening are common factors.

After deciding that we would emphasize motivation in regard to classroom listening and identifying factors that influence effective listening, we surveyed 250 college students and 30 college instructors to determine what they think in the classroom influences lecture listening the most. The students indicate that their own "preoccupation" or daydreaming influences their listening to a classroom lecture most- The students also state the time of day, where they sit, their physical condition and their purpose for listening, affect their classroom lecture listening. The instructors indicate the student's 'interest in the subject and their attitude toward the instructor and course are most important. Also important are the lecturer's speech rate and rhythm. Students complain that the teacher is boring. The students' preoccupations and physical condition, the students purpose for listening and their physical condition also distract from effective listening. The process of listening appears to involve having a purpose and selecting messages, attending the message, abstracting and interpreting the message, associating the message with prior mental concepts and responding to that association. It also appears that the formal tests usually measure how well one can follow directions, determine the speaker's purpose, (reason), summarize and understand vocabulary.

Now that you have been informed about the process and characteristics of lecture listening, it is anticipated that you will be capable of answering the following questions.

1. According to the lecture the first step in the listening is for the listener to establish a _____.
2. In this message, the lecturer's three goals for incoming college freshmen to become effective classroom listeners were _____, _____, _____.
3. In the message, the lecturer quotes Ethel Glenn as to the six steps in the listening process. What were three of those six steps.
4. The first notable standardized listening test developed in 1953 was the _____ _____ test.
5. From the tests described in the lecture what were three common dimensions or tested aspects? _____ _____ _____ .
6. What was the title of a standardized listening test besides the Brown Carlsen?
7. According to Kelly, when one gives an announced listening test, it creates an artificial _____ for listening.
8. According to students, what personal characteristic or behavior influences lecture listening most? _____
9. According to instructors, what student characteristic influences students' listening?
10. The lecturer's speech _____ and _____ affect the listener's comprehension of the message.

Listening Assessment Experience for Standard #3

Objective: Student will comprehend and interpret confusing language.

Procedure: Instructor reads each statement and students paraphrase what was said.

I was driving along when this telephone pole was approaching fast. I attempted to swerve out of its path when it struck my front bumper.

The pedestrian walked into the path of my car and then slid underneath my car. He was lying on the street when I saw him in my rearview mirror.

The pedestrian had no idea what direction he was going so he got hit by my car.

The cause of the accident that wrecked my car was this little guy in a little car with a big mouth.

My mother-in-law glanced at me while I was driving and the car went into a ditch.

The guy in front of me was driving all over the place. I had to swerve several times before his car hit mine.

Driving into the sun, my car was struck by the cement barricade.

The guy was all over the road, my car swerved several times before we collided.

I was on my way to the doctor's with rear-end troubles when my universal joint gave way causing me to have the accident.

My car was legally parked as it backed into the other vehicle.

My truck which was being driven by me, went under the bridge and didn't fit.

Flying over head, I was watching the ducks when my vehicle was struck by this tree.

Listening Assessment Experience for Listening Standard #2

Objective: Student will demonstrate the comprehension of a narrative storyline.
Procedure: Student will listen to the story and summarize the sequence of events and provide the theme of the narrative.

The Optimistic Mukies

Years ago in a far off land there were a nation of Mukies. Now, Mukies were strange looking creatures, with short fat arms and stout legs. Their short feet pointed outward from the direction they were moving. They had protruding eyes and large ears attached to a big round head. Their physical features and build made them slow and very, very awkward, but they were a bright and happy group. What the Mukies lacked physically, they had two-fold in heart and spirit. They were an optimistic group who loved each other. They worked together as a community for the best, and they expected the best from each Mukie in the community. They were too loyal for anger, too happy for worry, and too confident for fear.

Now, the Mukies in one community lived on a high bank above a stream of water. From this stream they got their necessary water for drinking and cleaning.

They had carved into the bank a curving path upon which to carry their water from the stream to the village. You see, the Mukies stayed away from the water as much as possible. Because of their body structure, they were very, very poor swimmers.

The Mukies favorite food was melilot. In the summer, they would go to the melilot field at least once a day. They even dried and stored melilot for their winter use. Melilot was their very, very favorite food. Fortunately, a big field of melilot was nearby, but unfortunately the melilot field was on the other side of the deep stream with steep banks, opposite bank from the village.

The Mukies built a bridge to the melilot field by putting a narrow log reaching from their bank to the bank across the stream. Unfortunately, at times, especially on windy days, crossing the narrow log bridge was dangerous. (Draw a picture of the bridge and a mukie crossing it)

You see, the awkward Mukies were apt to fall into the water stream, be carried away by the current and drowned while the others stood by helplessly.

Now the Mukies soon realized they had a problem! They really couldn't move their village, but melliot was their favorite food. They couldn't tell when one of them would lose his/her balance or when a strong enough wind would blow them off the log and into the stream.

Remember, Mukies were too happy for worry, but they were also awkward. What should they do?

Well, the Mukies held a village meeting after the second one fell from the bridge into the stream and drowned.

Marvin Mukie stood up at the meeting and in his confident voice said, "We have to find ways to rescue our fallen brothers and sisters from the stream!"

The other Mukies quickly agreed "rescue" was the answer. "We will need to invent rescue equipment!" said Mylon. "Yeh," said Marlyn, "we will have to save them rapidly, but I know we can do it."

Millie Mukie didn't have an opportunity to express her solution. But, as an optimistic Mukie, Millie didn't criticize Marvin's solution to this problem.

The Mukies devised all types of rescue equipment. They made a net of vines and stretched it across the stream to prevent the fallen Mukies from floating away.

They made a hollow vince circle on a rope that would float and could be thrown to the drowning Mukie. They devised long poles with hooks on them so they could hook the drowning Mukie.

They even established a rescue team that stayed by the stream waiting for a Mukie to fall from the narrow log bridge.

The elaborate attempts to rescue fallen Mukies failed. One day Myron Mukie fell from the narrow bridge and the alarm was sounded. The rescue team sprang into action. "I'll hook him," shouted Mello Mukie. "Here Myron," yelled Mildred Mukie as she threw the circle of vine at Myron. "Secure the net," hollered Mervin, "he's coming down."

The rescue squad acted promptly with their hooks and nets, and Myron was saved. But poor Myron was so badly hurt by the devices used to save him, he died at the scene. It was such a sad situation for the Mukies, they called another village meeting.

At this meeting, Millie Mukie stood up and said, "Let's forget our mistakes of the past. We need to prevent these accidents from happening rather than rescue our brothers and sisters after the accidents happen "

Mello Mukie stood up and said, "Good idea, Millie!"

Millie continued, "One of our forefathers once said, "An ounce of prevention is worth a pound of cure."

The other Mukies all cheered in approval of Millie's comments. Millie suggested, "Let's widen the log bridge to three logs and put on hand rails." (Good idea, huh?) The Mukies all agreed with Millie including Marvin.

And so the Mukies did what Millie said, and there were no more Mukies falling from the bridge. The rescue team no longer needed to be sitting around waiting for an accident to happen.

Instead, like all the other Mukies, they could live their lives optimistically with positive and happy attitudes, and not be sitting around pessimistically waiting for an accident to happen.

Standard #4: The secondary school graduate has developed the skill of critical listening.

Performance indicators:
Graduates will....

4.1. Ask three higher order questions about a ten-minute persuasive speech.
4.2. Distinguish between numerical ("3," "all,"'25%") and pseudo-numerical ("many," "several") evidence in a five minute persuasive speech.
4.3. Distinguish among qualified statements containing "could," "should, "might," and "if," and unqualified statements containing "is" or "will" in a five-minute persuasive speech.
4.4. Distinguish among facts, inferences, judgments, and opinions in a five-minute persuasive speech.
4.5. Question the date, consistency, and relevancy of supporting evidence of testimony, statistics, and examples.
4.6. Demonstrate open mindedness by reporting contentions and evidence presented on both sides of a ten-minute debate.
4.7. Distinguish between literal and figurative analogies used in an argumentative speech.
4.8. Recall sources of two pieces of evidence presented in a five-minute argumentative speech.

Listening Assessment Experience for Standard #4
Critical/Comprehensive Listening

Objective: Listen critically but still comprehend the main ideas of the message

Procedure: Instructor reads following message and asks the questions below.

According to Eugene Wilson, a nationally known communication consultant for business and industry, the most important skill, that a salesperson should have, is listening. Clients or customers report that a salesperson's listening skill is manifested in his/her ability "to attend" through eye contact and other non-verbal elements, repeat or paraphrase what the client says and asks good questions. Listening is more important than the presentation of material (the pitch) and the closing of the sale.

Responses:

What is the source of the information?

What question would you ask about the source or attribution?

What is a salesperson's most important skill?

How is this skill demonstrated?

Listening Assessment Experience for Standard #4

Objective: Listen to comprehend and solve the problem presented in the message.

Procedure: Instructor reads the following message.

It has been estimated that over eighty percent of American teenagers do not communicate with their parents about sexuality, and they learn this topic from "experienced" peers. Researchers attribute the lack of parental/child communication about sexuality to 1) The use of euphemisms for genitals, birth, and elimination by parents with toddlers, 2) The association of sexuality with being negative, dirty, or very personal and, 3) The association of sexuality with guilt and sin. Unfortunately, because of lack of communication about sexuality, the teenagers learn from experiences rather than listening to their parents. Even the teenagers do not verbally communicate about sexuality when dating because "sex" isn't something to discuss. Thus, the experiences end in unwanted pregnancies or the spread of venereal diseases.

Responses:

1. What would you question about the statistics presented?
2. Paraphrase the message's three reasons for not communicating about sexuality?
3. What should we do about the problem?
4. Upon what does the article blame unwanted pregnancies and the spread of venereal diseases?
5. From whom do teenagers learn about sex?
6. Do you accept this message as an accurate representation? Why or why not?

Listening Assessment Experience for Standard #4

Objective: Students will demonstrate distinction among 1) fact 2) opinion 3) inference

Procedure: Instructor reads the following composition and afterwards asks the questions

Deborah Tannen, Ph.D., has stated that much of office conversations deal with sports and that females are left out because females are not into sports. Tannen further states that "small talk" about sports could determine who is favored and promoted within the company. Because women are not interested in sports and do not use sports cliches, they are often left out of the office hierarchy.

I disagree with Tannen's statement that women are not interested in sports and do know sports talk or cliches taken from sports. To prove my point, I gave a list of 36 baseball idioms (i.e. "He struck out," "out in right field," "way off base") to forty males and forty females. The results are that the females averaged 66% knowledgeable and the males averaged 70% knowledgeable. The samples were based on college students raging in age from 19 to 25 years of age. There may be a difference but that difference is not significant and Tannen's speculations are unfounded.

Participants are to answer the following questions as to whether they are facts, inference, or opinions.

(0) 1. Office conversations center around sports.

(0) 2. Females are not included in office conversations.

(I) 3. Since females do not talk about sports, they are excluded from office conversation.

(F) 4. Tannen stated women are not interested in sports.

(F) 5. Tannen stated women are left out of office hierarchy.

(F) 6. I gave a list of 36 baseball idioms to forty males and forty females for evaluation.

(0) 7. The study sample's age group represents society.

(I) 8. Because the difference in the responses of males and females did not vary significantly, males and females know sports language equally well.

(F) 9. "He's way off base" is a sports idiom.

(I) 10. Because there was no significant difference, males and females equally share an interest in sports.

Listening Assessment Experience for Standard #4

Objectives: To question information, but also to comprehend the message presented.

Procedure: Teacher reads the following message and asks the questions below.

"In a survey of Northwest Missouri Secondary School teachers of communication skills, those surveyed indicated that the most important skill for students to develop is to be able to identify the main idea of a spoken message. The surveyed teachers expressed the belief that the ability to distinguish facts from opinions is very important. The listener's perception of the speaker's viewpoint and/or purpose is very important. The survey also indicated that the ability of the listener to ask relevant, succinct questions about the message is another important competency.

But the survey indicated that the teachers did not consider the demonstration of social, relational or empathetic listening an important competency skill."

What is the source of the survey?

What is the most important comprehensive listening skill?

What are the three other important listening competencies as determined by the survey?

What type of listening skills is least important according to the survey?

Listening Experience for Standard #4

Objective: Students will understand the reasoning process and apply that understanding.

Procedure: Facilitator reads an enthymeme (two parts of the deductive process) and the listener will provide the third or major premise. Which of the statements is the observation.

1. Scott must be married; he is wearing a wedding ring.
2. Since Brian has a fever, he must be ill.
3. Amber must be married; she is pregnant.
4. Stacy will sunburn easily because she is fair skinned.
5. Michelle must be impatient; she has looked at her watch three times in the last two minutes.
6. It must be warm out; the sun is shining.
7. Jason must have an ACT score of above 18; he is in college.
8. Scott is a lucky guy; he won the lottery.
9. Sue Ann must like me because she smiled at me.
10. I saw Casey come out of the local bar; she must drink beer

Listening Assessment Experience #4

Objective: Listen to challenge and analyze a message.

Procedure: (1) Instructor reads the following announcement at a rate of approximately 140 words per minute.

Someone told me that a very atractive, voluptuous, sensuous, adroit, puerile, young lady will joining our class next Wednesday (give accurate date). Iler name is Emily George and her measurements are 36-27-34. Emily George is the daughter of a graduate of Northwest (another school). Her father is now with the U.S. Department of Agriculture. This babe was first runner-up in the Miss Teenage America contest a few years ago, and some people think she is a real knockout. Emily George is a very sagacious Jewish girl who matriculated at a Catholic school in Arlington, Virginia before coming here. We should welcome the "Chick-a-dee" because we will benefit from her presence. I believe I overheard someone say that the Emily George's family is going to live on Kerpotcan Ave. You should welcome her when she arrives.

(2) Instructor requests that student listeners write down contents of the 170 word message.

(3) Instructor reads the following:

From the message you just listened to, you are to respond the following by writing down whether the statements I will read are either facts or observations (F), inferences (I), or judgements or opinions (J).

(F) 1. The message referred to a female human.

(I) 2. The person's parents are Mr. and Mrs. George.
(I) 3. The person in the message graduated from a Catholic elementary school.
(J) 4. The person will join our class.
(J) 5. The person has an attractive physique.
(I) 6. The person's parents live on Kerpotcan Avenue.
(F) 7. According to the message, the class will benefit from the person's presence.
(F) 8. The person was a runner-up in Miss Teenage America contest.
(I) 9. The person is under twenty-two years old.
(F) 10. The person's father works for the U.S. Department of Agriculture.

Discussion:

This experience demonstrates 10 different aspects of critical/comprehensive listening.

1. Process of abstracting: The message contains 164 words but most people will report fewer than 25%, or 40 words.

2. Distinctions of indicative (observation) and subjunctive (hypothetical) linguistic moods. The first statement "Someone told me... " puts the entire message in the subjunctive or hypothetical mood, but a few will not this. Most will report the message as indicative. Near the end of the message, another hypothetical statement occurs. "I believe I overheard" and this too is not commonly noted. "Some people think..." adds attribution as well as hypothetical situation.

3. Unfamiliar words and multi descriptor will be dropped. The five descriptive adjectives will be reduced and summarized by one or two. Words such as "matriculated" and "sagacious" are dropped because they are unfamiliar.

4. Words or concepts that are repeated will be remembered-Emily George was used four times in the message.

5. Highly connotative words or "red flag" words will be remembered: "Babe" and "Chick-a-dee" are "red flag" words and remembered. Catholic and Jewish highly connotative words will be remembered, but often in a different contest –"Catholic girl."

6. Numerical information referring to tangible concepts will be remembered Emily's measurements and date of arrival.

7. Familiar concepts that are relevant and immediate such as name of school but not Department of Agriculture.

8. Direct address or "you" statements or questions will be remembered.

9. Quasi quantifiers will be dropped "few" and "several".

10. Function words (prepositions, conjunctions, expletives, and articles) will be dropped.

Listening Assessment Experiences for Standard #4

Objective: Student will listen and respond to "thought teaser" questions.

Procedure: Instructor.

1. Two persons (one male and one female) played chess. They played five games and each won three games. How do you explain this? *They played people other than themselves.*

2. A blind beggar had a brother. The blind beggar's brother died. But the brother who died had no brother. Explain. *The beggar was a woman.*

3. Here is a question on international law: If an international airliner crashed exactly on the U.S. and Mexican border, where would the certificate of death of the *survivors* be signed as valid?

4. You have four nines (9, 9, 9, and 9). Arrange them to total 100. You may use any of the arithmetical processes. *99 9/9*

5. You have a dime in an empty wine bottle. The bottle is corked. How would you get the dime out without removing the cork from the bottle nor damaging the bottle in any way? *Poke the cork in.*

6. A man and his young son were in an automobile accident. The father was killed and the son who was critically injured was rushed to a hospital. As the attendants wheeled the unconscious boy into the emergency room, the doctor on duty looked down at him and said, "Oh, my God, it's my son." Explain. *The doctor was the boy's mother.*

7. An archaeologist reported that he had discovered two gold coins in the desert near Jerusalem dated 439 BC. Would you accept his/her claim that the coins are authentic? *No, BC*

8. If you had only one match and entered a room which contained a kerosene lamp, an oil heater, and a wood burning stove, which would you light first? *The match.*

9. In a bedroom the nearest lamp is 12 feet away from the bed. You are alone in the room, without using wires, strings, or any other aid or contraption, how can you turn out the light and get into bed before the room gets dark? *Go to bed in daylight.*

10. A person drowned in the middle of a lake. He didn't swim to that spot nor was he transported by any means. How did he get to the middle of the lake? *Ice.*

11. A man is in a prison cell with no doors and no windows; there are no holes in the ceiling or trapdoors in the floor, yet in the morning they found him gone. How did he escape? *Door.*

12. Is it "nine and five is thirteen" or "nine and five are thirteen"? *=14*

13. What was the tallest mountain in the world before Mount Everest was discovered? *Mount Everest*

14. If a dog is tied to a rope fifteen feet long, how can it reach a bowl of dog food thirty feet away? *The rope is not attached to anything.*

15. A man hanged himself from a high beam in a remote barn. There was no way to climb up to the beam and the only thing the police found in the barn was a large puddle of water near and beneath the body. How did the man get up to the rope in order to hang himself? *Block of ice.*

16. Two boys were born on the same day on the same date, to the same set of parents. They look alike, talk alike, and behave alike –yet they are not twins! How can this be? *Two in a set of triplets.*

17. If there are two fifty-two weeks in the year, how many seconds are there? *12*

Listening Assessment Experience for Standard #4

Objective: Students will question the validity of the message.

Procedure: Instructor reads the following message. Listeners accept or reject the statement "language shapes our culture and ourselves," and provide three reasons for their acceptance or rejection.

We as individuals, as a society, as a civilization are what our language depicts us to be. Thomas Mann wrote "Speech is Civilization." With our speech (language) we (humans) bind ourselves with others, in space, in time, and in knowledge. Through the use of language, a symbolic code, we are able to mentally process questions and answers about theories, relationships, objects and events which occurred before we were born and in areas of the world we have not nor ever will be. With language we learn about the past, describe the present and predict he future. Language provides us with the instrument for learning and teaching; language links us with our environment; and language regulated our behavior as a society as well as an individual. The Sapir-Whorf hypothesis stated in the book Language Thought and Reality (1956) contends that our perceptions of reality is determined by our thought processes, and our thought processes are limited by our language; therefore, language shapes our reality. We are the only animal that knows he is going to die, who can deceive others as well as him/herself and who can theorize in abstractions created only by symbols. Language influences our emotions, our concept of the world and our concept of others as well as ourselves. In our minds, through the use of language, objects and events of the real world become "good or bad," "strong or weak," and "fast or slow."

We ourselves are and the real world we perceive is what our language dictates. We are (sometimes unfortunately) what we say we are. Tell a person often enough that he/she inferior and that person becomes inferior, at least in his/her mind. Tell a person you don't care about him/her and your relationship soon will reflect that language. Tell yourself you are "OK" and you will be "OK."

Our language depicts what is important in our culture and lives. The Eskimos have 23 different words for our single concept of "snow," in the tropics the natives have twelve different names for our concept, "Yam."

Listening Assessment Experience for Standard #4

Objective: Student will question supporting evidence.

Procedure: Instructor reads the following composition and asks the listeners to evaluate the sources.

Listening plays the primary and most important role in shaping our lives, society, culture, and civilization. Listening is the first language skill developed and bases of all others. Dr. Henry Gruby contends that a human fetus at six months is capable of beginning to develop listening skills.

(Thomas Verny and John Kelley, The Secret life of the Unborn Child, New York: Summit Books, 1981 [p. 31]). Dr. Alfred Tomatis, a French physician, psychologist and ear specialists proclaims that four and a half months before birth our sense of hearing begins to develop and listening skill potential is initiated. Dr. Tomatis recommends music and "uterine dialogue" of speaking to the fetus to establish the basic listening skill which will influence other language skills, language acquisition, learning ability and social adjustment. (The Listening Centre Newsletter, Toronto, Ontario, 1987)

Dr. Tomatis contends that listening is an active process involving both a neurophysical ability and the desire to use and interest in training to develop that ability. The ability to listen and the motivation to listen precede and influence the acquisition and use of other language skills. When we learn to speak we listen and imitate those around us. When we learn to read, we listening is used to "sound out" the words. When we learn to write, we listen to the instructions. The skill of listening is basic in our personal development of language skills.

In the development of civilization, the skill of listening was developed before speech and centuries before reading and writing. Prehistoric humans developed their ability to listen first and through listening, the other language skills were developed. Even today in some human societies listening is the only receptive language skill.

Question: Two sources were cited to support the premise that listening is the primary language skill. What three questions would you like to ask me about the cited sources?

Listening Assessment Exercise for Standard #4

Objective: Student will evaluate a message based on its source.

Procedure: Instructor will present message and ask listeners to accept or reject message and verify their acceptance or rejection.

In the book, Frogs Into Princes, a Neuro Linguistic Programming by Richard Bandler and John Grinder, the authors make the contention that eye behavior is extremely important in both psychiatric client relationships as well as normal interpersonal communication.

They contend, although they present no scientific data for support of the contention, that more important than words themselves is the processing of those words. It would appear that processing and the observation of that processing is more important than content itself. The author state that the processing is usually at an unconscious level but is developed through a conscious awareness and practices. The processing of information by an individual takes place through the senses of sight, hearing and touch. The languages representational system is based upon each individual's means of processing.

In understanding another person with only written words available, an individual must find a counterpart of the others experiences that relate to his/her experiences.

Bandler and Grinder state that an individual will give cues to another by his nonverbal or his physical behavior, especially eyes. An individual relating to another will note that when one is visually constructing images the eyes will go up and to the right. If he is constructing images through feeling or kinesics the eyes will go right. If the individual is trying to remember through visual imagery, his eyes will go up and to the left. If he is remembering through auditory memory the eyes will go to the left and down.

The authors contend that by watching a client or another individual's eyes one can adjust to that individual's representational and reference systems and can relate to him/her by using words or examples similar to their representational system.

Standard #5: The secondary school graduate has developed the skill of relationship listening

Performance indicators:
Graduates will....

5.1. Demonstrate a positive, caring attitude by visual reaction through eye behavior, facial expression, touch and body attitude.

5.2. Demonstrate a caring attitude by verbal responses of paraphrasing or repeating a five-minute spoken personal message.

5.3. Demonstrate attending by eye contact and eye reference in regard to message.

5.4. Demonstrate a caring attitude by asking clarifying questions about a five-minute personal

Listening Assessment Experience for Standard #5

Objective: Student will listen to a peer elaborating on one of the numbered items below. The student will appropriately respond by (1) asking three questions (2) paraphrasing the message (3) repeating the message.

Procedure: Instructor reads paragraph and asks questions below. Instructor then distributes 9 -socio situation prompts. Each person will develop a one to two minute message from the cues given him/her. Participant #1 presents his/her message, #2 respond appropriately by two questions, paraphrasing, or mirroring. Participants exchange roles and responsibilities.

Although Wolvin and Coakley are reluctant to include verbal responding to a person's message as a part of the listening process, it is evident that responding is an important element in the communication process, especially in interpersonal relationships. For our purposes we call it "empathetic listening." Empathetic listening involves perceiving the speaker's feelings and identifying and relating with those feelings. The empathetic responses are predominantly nonverbal but the three verbal responses include (1) questioning, (2) paraphrasing, and (3) mirroring (repeating). The best way to learn to respond empathetically is through real life but partially scripted experiences. The experiences are focused on topics or subjects that are relevant to university students and communication. *(What are the three means of listener response?)*

1. The communication situation that makes me most anxious is.... I think I dread it most because.... When I am in this situation, I....

2. These class meetings are.... I think we need to.... During and after these meetings I feel....

3. I think my studies are going well for this semester except for.... I feel this class.... I wish....

4. I really like.... He/she makes me feel.... When he/she is around, I know....

5. I have a difficult time knowing what to do when.... I talk to myself about.... I wish....

6. I am most embarrassed in class when.... I wish.... Perhaps, I should....

7. I think _____ is the best listener I know. I know he/she is listening to me because.... I can tell he/she is....

8. I have the most difficult time listening when.... ....also bothers my listening. I think the ideal listening situation would include....

9. I listen best when.... ....influences my listening. About listening, I think....

REFERENCES:

Wolvin, Andrew, Carolyn. Coakley. Listening, Wm. C. Brown, Dubuque, Iowa 1987.

Listening Assessment Experience for Standard #5

Objective: To become aware of common encouraging listener responses and use of paralanguage to influence sincerity.

Procedure: Participants get into trios. #1 shares a real classroom difficulty he/she is having, #2 chooses appropriate response from below and says it sincerely. #3 evaluates appropriateness of language and sincerity of #2. Exchange roles.

→"Knowing you, I'm sure you'll do fine."

→"You're the kind who can make it."

→"You'll make it."

→"I have faith in you."

→"Thanks, that helped a lot."

→"You're doing better."

→"I appreciate what you did."

→"It looks like you really worked hard on that."

→"I like the way you tackle a problem."

→"I like the way you did that."

→"I'm glad you enjoy working with us."

→"Look at the progress you've made."

→"You'll figure it out."

→"It looks like you enjoyed doing that."

→"I'm sure you'll do fine."

→"Thanks a lot; I really appreciate . . .

→"I like the way you put things together."

→"It looks like you really thought that out."

→"You are very creative."

→ "Good job!"

Listening Assessment Experience for Standard #5

Objective: Listener will demonstrate understanding of non-verbal mood cues.

Procedure: Facilitator will say each of the following statements intending a specific mood through use of the voice: 1) question 2) assertion 3) sarcasm 4) indifference Listener will respond as to the facilitator's mood.

Your partner is to analyze your (mood) attitude from the above options.

"you did this"

"no"

"good job"

"you are beautiful (handsome)"

"well done"

"nice hat"

"meet me later"

"OK"

"why"

"who"

Listening Assessment Experience for Standard #5

Objective: Participants will develop the skill of mirroring another's message.

Procedure: Often a good listener becomes the medium in helping the speaker understand himself/herself. The participants are paired. The speaker chooses one of the scenarios below and completes one of the elliptical materials. The listener imitates the speaker's voice inflection and intensity and the speech rate as he/she repeats verbatim what was said. -"If I understand you correctly, you said. . . " Speaker evaluates the "feedback" and then speaker and listener change roles.

Scenarios:

I trust someone who.... Perhaps the most important part of trust is.... I show I trust one by ...

I believe a church wedding is important because.... In regards to cohabitation I think.... For a marriage to be successful....

To me love is.... I show my love by.... Love requires....

I respect someone if.... The person I respect most is.... I think respect is mutual in a relationship because....